

## Level of Understanding of ECE Teachers and Elementary School Teachers in the Implementation of ECE-ES Transition in Bekasi City

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### ABSTRACT

Through research on the level of understanding of ECE teachers and elementary school teachers in implementing the ECE-ES transition, researchers hope to be able to help bridging and harmonizing learning Preschool – Elementary School . In the implementation of the ECE - ES Transition, the most important thing is the level of understanding of ECE teachers and ES teachers in its implementation in ECE and ES units, which is often hampered by the absence of the same perception and collaboration between ECE teachers and ES teachers, as well as the absence of the same perception between ECE and ES units in implementing the ECE - ES transition. The purpose of this study was to see the level of understanding of ECE teachers and ES teachers in implementing the ECE - ES transition in the city of Bekasi. The researcher used a descriptive method quantitative with spread questionnaire to Teacher Early Childhood Education And Teacher ES in cityBekasi. With a sample of 70 teachers , the results obtained were that level of understanding of ECE teachers and elementary school teachers about the ECE – ES transition in the cityBekasi is at on category " Low " as big as 71 , 4 3% ( 50 Teacher), " Currently " as big as 24.28 % ( 17 teachers), and "High" 4.29 % ( 3 teachers). Based on the average value average, namely 6.4 % , level of understanding of ECE teachers and elementary school teachers about transitions Early Childhood Education – ES in Bekasi City in “ Low ” category .

**Keywords:** ECE – ES transition, level of understanding, ECE teachers, ES teachers

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### INTRODUCTION

In the last decade, Early Childhood Education institutions have been seen implementing learning activities that prioritize reading, writing and arithmetic skills or what is called calistung. This is a scary thing for children, especially children in the early grades or those who have just entered elementary school. Not a few elementary schools implement calistung tests, forcing teachers in Early Childhood Education institutions to teach calistung to students. This is because of the concern that if later students are not accepted into the elementary school that is the destination or favorite school, the credibility of the original ECE institution is at stake. This makes parents set high targets for ECE teachers so that their

children in ECE can read, write and count. Learning in ECE which should be fun is gradually eroded by this parental target (I. Yuliantina, 2022).

Due to the above, there is a gap in understanding of child development between ECE teachers and teachers in elementary schools. There is often a misperception of how early childhood children who are growing and developing with all their uniqueness, when entering elementary school, teachers in elementary schools burden children with various activities to be able to read, write and count. Not to mention the attitude of blaming each other between teachers in elementary schools and ECE teachers or vice versa, where every early childhood child enters elementary school, then already has the ability to read, write and count.

Teachers' understanding of the ECE-ES transition is an important thing to discuss because it is closely related to the child's environment, especially in ECE. Early childhood education focuses on child development and fun learning, while elementary school education focuses clearly on subject areas, especially on literacy and mathematics goals, Peters, 2010. However, often this transition issue is not fully realized and understood by teachers in ECE and elementary school.

The role and governance of educational institutions in ECE and ES are also very important in preparing and building the six foundational abilities of children, so that children experience optimal growth and development processes. Likewise, the role of educational institutions as institutions that equip their teachers by participating in training to develop themselves and improve their abilities and knowledge.

The above description is a phenomenon that has occurred in recent years. Likewise in Bekasi City, to what extent is the level of understanding of ECE teachers and elementary school teachers about the ECE-ES transition so that in implementing the ECE-ES transition in each educational institution it can run as expected.

## **RESEARCH METHODS**

In this study, the test used was a yes or no choice question. The instrument used is a standard instrument that has been tested and used in the ECE-ES Transition module issued by the Ministry of Education and Culture, Research and Technology (Kemendikbudristek), namely the Fun ECE to ES Transition Movement as part of the Merdeka Belajar movement.

Instrument test on study This evaluated with give score 1 If Yes answer and score 0 if the answer is No. Respondents are also asked to provide reasons/comments for each answer option chosen. All questions are arranged carefully become test comprehensive.

**Table 1. Frequency distribution of Teacher Understanding**

No	Interval	Category	Frequency	Percentage (%)
1	$x \leq 7$	Low	50	71.43
2	$8 \leq x \leq 14$	Currently	17	24.28
3	$x > 14$	Tall	3	4.29
<b>Total</b>			70	100

Based on table above, it can be seen that as many as 3 teachers or 4.29% of ECE teachers in Bekasi City have a high level of understanding of the ECE-ES transition, as many as 17 ECE teachers or 24.28% of teachers have a moderate level of understanding of the ECE-ES transition, and 50 ECE teachers or 71.43% of teachers in Bekasi City have a low level of understanding of the ECE-ES transition. The average (mean) score of respondents from the results of the study on understanding the ECE-ES transition, which is 6.4%, is in the low category.

This study aims to analyze the level of understanding of ECE teachers and elementary school teachers in the implementation of the ECE-ES transition, which is expressed by a Yes-No test consisting of 30 items. Based on the results of the study, it shows that the level of understanding of the ECE-ES transition by teachers

The highest percentage, namely those with a “low” understanding, was 50 teachers or 71.43%, then those with a “moderate” understanding were 24.28% or 17 teachers, and those with a “high” understanding were only 3 teachers or 4.29%.

The data shows the understanding of ECE teachers regarding the ECE – ES transition. in Bekasi City is still not optimal, meaning that the level of understanding of ECE teachers and elementary school teachers in implementing the ECE-ES transition in Bekasi City still needs to be improved.

The results of this study indicate that the level of understanding of ECE teachers and elementary school teachers in the implementation of ECE-ES transition is still relatively low. This is indicated by the results of a survey that describes that most ECE teachers and elementary school teachers in Bekasi City still need to improve their understanding of the implementation of ECE-ES transition.

Therefore, based on the findings of this study, it is necessary to make efforts to improve the understanding of ECE and ES Teachers in the implementation of the ECE-ES transition, so that teachers have a better understanding and knowledge in optimizing early childhood development in a complete and comprehensive manner. Thus, the ECE-ES transition in Bekasi City can be implemented well and run as expected.

## **CONCLUSION**

Based on the results of data analysis and discussion, it can be concluded that the level of understanding of ECE teachers and elementary school teachers in the implementation of ECE-ES transition in Bekasi City is in the "Low" category of 71.43% (50

teachers), "Medium" of 24.28% (17 teachers), and "High" of 4.29% (3 teachers). Based on the average value, which is 3.28%, the level of understanding of ECE teachers and elementary school teachers about the implementation of ECE - ES transition in ECE and ES Units in Bekasi City, West Java is in the "LOW" category.

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